Year 3 curriculum TT statements – Foundation subjects

Art

Media and Materials   **Significant Artists**   **Skills**   **Vocabulary**

Create sketchbooks to record and revisit observations	In painting, use white to make tints and black to make shades	In painting, create a colour wheel	In collage, consider the effect of chosen materials and technique	In print, press, roll, rub and stamp and recreate print from environment, e.g. wrapping paper etc
Evaluate work of some artists and analyse creative works	Know about great artists, architects and designers and how their art / design reflected and shaped our history	Use and apply art and design techniques and improve their control and use of materials	Use range of artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette	

DT

Cooking and Nutrition   **Design**   **Evaluate**   **Make**   **Technical Knowledge**

Apply principles of a healthy, varied diet when preparing variety of savoury dishes	Apply understanding of seasonality and its link to ingredients	Communicate ideas using different strategies eg discussion, sketch	Use research to inform design	Take risks to become innovative and resourceful
Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work	Investigate a range of existing products that address real / relevant problems, in a range of relevant contexts eg home, leisure, school	Select from and use a wide range of tools, equipment, materials and components accurately	Apply understanding of how to strengthen, stiffen and reinforce structures	

MFL

Listening   **Speaking**   **Reading**   **Writing**

Show that he/she recognises words and phrases heard by responding appropriately	Follow simple instructions and link pictures or actions to language	When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words	Ask and answer simple questions, for example about personal information	Repeat sentences heard and make simple adaptations to them
Use mostly accurate pronunciation and speak clearly when addressing an audience	Recognise some familiar words and phrases in written form	Read some familiar words aloud using mostly accurate pronunciation	Learn and remember new words encountered in reading	Write some single words from memory
Use simple adjectives such as colours and sizes to describe things in writing	Record descriptive sentences using a word bank			

Geography

Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities	Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator	Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic	Begin to identify position of Prime/Greenwich Meridian and time zones	Begin to explain geographical similarities and differences (region of UK, European country and N/S America)
Confidently use world maps, atlases and globes and begin to use digital mapping	Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)	Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources)		

Computing

Use technology safely, respectfully and responsibly	Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact	Show emerging understanding of computer networks including the internet and how they provide multiple services such as the World Wide Web	Use some search technologies effectively and appreciate how results are selected	Decide which questions to ask when using search engines
Use a variety of software on digital devices	Start to use reasoning to understand how algorithms work	Detect errors in algorithms and programs	Begin to solve problems by decomposing them into smaller parts	Start to use sequence and selection in programs
Begin to develop understanding of how to write and debug programs that accomplish specific goals, including controlling or simulating physical systems	Begin to work with various forms of input/output			

History

Compare different eras considering similarities and differences	Order key dates on a timeline to demonstrate chronology of British and world history	Examine in depth an aspect of local history from a period beyond 1066	Develop a range of historical vocabulary eg artefact, chronology, invade, settle	Understand what types of question are historically-valid and identify how to find the answer

Begin to understand how knowledge of the past is constructed from a range of sources	Develop understanding of how and why the past is represented in different ways	Select key information from a range of sources to answer an historical question		

Music

Composition   **Listen to**   **Play and Perform**   **Review and Evaluate**

Composition	Listen to	Play and Perform		Review and Evaluate
Begin to compose music on their own and with others, using the interrelated dimensions of music eg pitch, tempo, dynamics, musical notations	Use some staff and other musical notation	Listen to and begin to recall sounds with aural memory	Begin to play and perform in solo and ensemble contexts	Appreciate and discuss a range of high quality live and recorded music
Begin to develop an understanding of the history of music				

PE

Communication   **Competence**   **Participation**   **Performance**

Communication		Competence	Participation	Performance
Communicate and compete with each other	Begin to show an understanding of how to improve own and others' performances	Begin to use running, jumping, throwing and catching in isolation and in combination	Further develop flexibility, strength, control and balance	Participate in team games understanding the rules
Develop a wider range of tactics for attacking and defending	Participate in outdoor and adventurous activities	Perform dances and gymnastic routines on own and with others using movement patterns	Compare performances with previous ones	Begin to demonstrate improvement to achieve personal best

PHSE

Relationships   **Keeping and staying safe**   **Keeping and staying Healthy**   **Feelings and Emotions**

Computer Safety   **Hazard watch**   **Being responsible**   **Fire Service**   **Working World**

A world without judgement   **Growing and Changing**   **Our World**   **First Aid**

Relationships		Keeping and staying safe	Keeping and staying Healthy	Feelings and Emotions
I can talk about people who are special to me and why they are special	I can explain different types of relationships that I have with people	I can explain the term "relationship" and understand what it means	I can explain a healthy relationship	I can explain an unhealthy relationship
I understand the difference between appropriate and in-appropriate touch	I can listen and respect another person's point of view	I understand how to be a good friend	I can care about others' feelings as well as my own	I can recognise bullying behaviours and know who to speak to when I need help
I can identify trusted adults who will help me if I am worried about a relationship	I can recognise possible dangers in different environments	I can follow rules to help keep me safe	I can identify people who work in my community who help keep me safe	I can identify how to use the 999 services appropriately

I can recognise an emergency situation	I can identify some warning signs and know what they mean	I can use what I've learned to know how to cross the road safely	I know the difference between safe and risky choices	I know how and who to ask for help
I can brush my teeth every day to keep my mouth healthy	I know it's important to brush my teeth twice a day	I know when and how to wash my hands to help keep me healthy	I can explain why I should keep clean and how to reduce germs and bacteria spreading	I can recognise that it is important to keep clean
I know that I can be responsible for keeping myself healthy	I can list different types of healthy food	I know who we can accept medicine from	I can name and explain some of the emotions I feel	I can list ways to manage my emotions
I can describe the way my emotions make me feel physically. I know when I feel bad and I know when I feel good and how it makes my body feel	I can communicate my feelings with words to help others understand how I feel	I can understand how my feelings might affect other's and how they can affect me	I can explain the feeling of jealousy	I can explain the feeling of worry
I can explain the feeling of grief	I can explain the feeling of anger	I can talk about the potential dangers that can happen if I speak to strangers online	I understand the golden rules to keep myself safe online and can speak about them to others	I understand how and what I do online can affect others
I can identify positive and negative things about using technology	I know who I can speak to if I am worried about my safety on the computer	I understand the risks of sharing images without permission	I can recognise kind and unkind comments online and understand that I do not need to respond	I can explain the word UNSAFE
I can explain the word UNHEALTHY	I can spot possible dangers around me in different environments	I can spot dangers that can affect others, for example younger siblings or my friends	I know which items are dangerous and I can ask an adult to help me if I need to use them	I know to ask a trusted adult before I touch or eat something that might be unsafe
I know that if I spot something that might be dangerous, I am confident that I can report it to a trusted adult	I can talk about how important it is to set goals to help me improve	I know how I can help people around me	I can explain how to be responsible	I can talk about my daily responsibilities and I make sure they are done properly
I understand there are some things that I can improve at	I understand I can get better at an activity or sport by practising	I know who I can ask for help when I need it	I know how to prevent accidents	I can take responsibility for my actions and know that I am responsible for what I do and what I say
I can recognise things that might be dangerous that can cause a fire or serious injury	I can follow simple fire safety rules	I can practise simple ways of staying safe and finding help	I know that is important to be responsible and that my actions and choices can seriously impact others	I know that I should only call 999 when there is an emergency
I can explain what a hoax call is and understand that there can be serious consequences if someone decides to make one	I know that playing with fire or starting a small fire is unsafe and can lead to serious harm and damage	I know that texting while driving can lead to a serious accident and if I see anyone texting and driving, I will share what I have learned with them	I can explain how our needs change as we grow	I can talk about my unique family
I understand why it is important to look after living things	I can explain how to look after living things	I can identify ways to look after the planet	I can explain the meaning of 'reduce, reuse, and recycle'	I can explain why we need money
I can understand different ways I can receive money	I understand there are different ways we can pay for things	I understand why it is important to save money		

RE

Beliefs and Teachings   Religious practices and lifestyles   Ways of expressing meaning

Human identity, personality and experience   Questions of meaning and purpose

Values and commitments

Develop some religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions	Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences	Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions	Recognise what influences him/her in his/her life - identify the influence religion has on peoples lives, including his/her own	Identify ultimate questions and behaviour that there are no universally agreed answers to these
Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour				